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PROGRAM CONCENTRATION:	Government & Public Safety
CAREER PATHWAY:	JROTC – Marine Corps
COURSE TITLE:	JROTC- Leadership Education VIII

Course description:

This is the eighth course of Marine Corps JROTC. It includes classroom instruction and practical application of advanced tasks for cadets who have successfully completed the LE VII course. The course emphasizes the application of the skills acquired in the first seven Leadership Education courses and provides the cadet with practical experience in leadership and management experiences. Performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. Successful completion of at least three units of credit in the Marine Corps JROTC program qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military services.

PS-MCLEVIII-1: The cadet will relate noteworthy contributions of selected American patriots throughout history.

- a. Recognize the names of select American patriots and explain their accomplishments
- b. Discuss what it means to be a patriot
- c. Correlate the names of select American patriots with their actions

Academic Standards:

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- b. Evaluate the Declaration of Independence as a persuasive argument.

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

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SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

- a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglas, and the Grimke sisters).

SSUSH25 The student will describe changes in national politics since 1968.

- a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
- c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.
- d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.
- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

PS-MCLEVIII-2: The cadet will develop a personal resume.

- a. Describe the purpose of a resume
- b. Provide the basic elements of a resume
- c. Prepare a resume

PS-MCLEVIII-3: The cadet will characterize the Selective Service System registration requirements and the ASVAB exam.

- a. Explain the purpose of the Selective Service System
- b. Describe the Selective Service System registration process
- c. Select the purpose of the ASVAB exam

PS-MCLEVIII-4: The cadet will plan and coordinate an appropriate Marine Corps Birthday ceremony.

- a. Recognize the official date of the Marine Corps Birthday
- b. Explain the customs associated with the celebration of the Marine Corps Birthday

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- c. Develop, organize and conduct a Marine Corps Birthday ceremony

PS-MCLEVIII-5: The cadet will plan and coordinate a Mess Night.

- a. Describe the purpose of a Mess Night
- b. Develop, organize and conduct a Mess Night

PS-MCLEVIII-6: The cadet will distinguish a chronology of the Marine Corps actions from the entry of Marines into the Vietnam conflict to the present.

- a. Demonstrate the cause and effect relationship between events in the Dominican Republic and in Vietnam
- b. Discuss the impact of the Gulf of Tonkin Resolution on US presence in Vietnam
- c. Describe the effect of the protests in the US on the conduct of the war in Vietnam
- d. Summarize the dates, geographic and political importance, and the events related to actions taken in Cambodia, Lebanon, Grenada and Panama in the post Vietnam period
- e. Explain the impact of Communism on foreign policy decisions
- f. Recognize the change in strategy employed against the US in the modern era

Academic Standards:

SSWG2 The student will explain the cultural aspects of geography.

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain how the development of customs and traditions help to define a culture and a people.

SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- a. Describe the location of major physical features and their impact on North Africa/Southwest Asia.
- c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.
- g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

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- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- i. Analyze the impact illegal drug production and trade have on Latin America.

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SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

- Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
- Describe the Vietnam War, the Tet offensive, and growing opposition to the war.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

- Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

- Analyze the anti-Vietnam War movement.

SSUSH25 The student will describe changes in national politics since 1968.

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SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
- d. Compare and contrast the reforms of Khrushchev and Gorbachev.

SSWH20 The student will examine change and continuity in the world since the 1960s.

- b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.
- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

PS-MCLEVIII-7: The cadet will characterize the role of law and judicial procedures followed in the military.

- a. Demonstrate an understanding of the procedures for conducting "office hours"
- b. Explain the options given to a commanding officer during "office hours"
- c. List common minor offenses under the Uniform code of Military Justice
- d. Select the punishments that can be awarded under nonjudicial punishment
- e. Describe the characteristics of a summary courts-martial

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

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SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

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Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

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Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the

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foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

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